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ABSTRACT

This collection of papers describes what is known about the effective professional development of literacy educators. The 11 papers are: (1) "Professional Development Scenarios: What Is and Might Be" (Emily Rodgers and Gay Su Pinnell); (2) "A National Overview of Professional Development Programs in Reading" (Marie Tejero Hughes, Michele Mits Cash, Suzette Ahwee, and Janette Klingner); (3) "Constructing a Model of Professional Development To Support Early Literacy Classrooms" (Billie J. Askew, Teddi Fulenwider, Robyn Kordick, Sarah Scheuermann, Pat Vollenweider, Nancy Anderson, and Yvonne Rodriques); (4) "Making a Difference with Professional Development" (Emily M. Rodgers, Susan King Fullerton, and Diane E. DeFord); (5) "Acquiring Conceptual Understandings and Knowledge" (Gay Su Pinnell); (6) "Teachers' Reflections and Meaningful Actions" (Linda S. Wold); (7) "Becoming an Effective Literacy Coach: What Does It Take?" (Carol A. Lyons); (8) "Teacher Research as Professional Development: A Study of Teaching and Learning" (Susan King Fullerton and Mary Perenis Quinn); (9) "Old Roads and New Paths: What Happens When Two Teachers Attempt an Alternative Teaching Strategy within a Peer Collaborative Relationship" (Adrian Rodgers); (10) "Lessons from a Successful Reform Initiative" (Emily M. Rodgers); and (11) "Making Decisions as Professional Developers" (Gay Su Pinnell and Emily M. Rodgers). (Contains approximately 250 references.) (SM)

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